



MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES

MARCH 2004 ADMINISTRATION

This document is intended for use in conjunction with “Policies and Procedures for Accommodations and Alternate Assessment to the MEA,” and both the “MEA Principal/Test Coordinator’s Manual” and the “MEA Test Administrator’s Manual.” These documents will soon be available on the Maine Department of Education web page at <http://www.state.me.us/education/mea/meahome.htm>.

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**MAINE EDUCATIONAL ASSESSMENT (MEA) OPERATIONAL PROCEDURES
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1.0 ENROLLMENT ISSUES

1.1 Participation of Enrolled Students

Each student enrolled in a school covered by Chapter 127 shall participate in the Maine Educational Assessment (MEA) in grades 4, 8, and 11. Participation can be through standard administration of the MEA, through administration with accommodations, and/or through alternate assessment (PAAP).

AYP Implications: A student continuously enrolled in a Maine public school from 10/1 through the testing window of the school year in which testing occurs is considered to be enrolled for a full academic year. The test data for this student would count for participation and for performance for AYP purposes. A student not enrolled continuously from 10/1 through the testing window of the school year in which testing occurs does not meet the full academic year definition. The data for this student would be counted for participation, but not for performance.

1.2 Students Attending an In-State Private Special Purpose School (approved by MDOE) or Public Regional Program

Students enrolled in a public school who attend an MDOE-approved in-state private special purpose school or public school regional program will participate in the MEA through the appropriate avenue in the school or program they are attending. The student's results on the MEA or MEA/PAAP will be included with the results for the sending school (the school in the district the student would ordinarily attend).

AYP Implications: Students' scores are counted as part of the sending school's AYP data.

1.3 Students in Out-of-State Schools/Programs

Students who receive their educational program outside the state of Maine during the school year, including the MEA testing window, will not participate in the assessment.

AYP Implications: These students will not be counted as part of AYP data.

1.4 Students Who Move During the Two-Week MEA Testing Window

1.4.1 Standard Administration and Administration with Accommodations

1.4.1.1 Out-of-State or Private School

A student who enrolls in a public school in Maine during the testing window from an out-of-state or private school must take any sections of the MEA administered in the receiving school on and after the date of enrollment.

AYP implications: The student's scores will count for AYP participation, but not for AYP performance.

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1.4 Students Who Move During the Two-Week MEA Testing Window (Cont'd.)

**1.4.1 Standard Administration and Administration with Accommodations
(Cont'd.)**

1.4.1.2 In-State, Out-of-District Move

A student who enrolls in a public school during the testing window from a Maine school outside the district must take any sections of the MEA administered in the receiving school on and after the date of enrollment. MEA scores for the content area tests will be sent to the school where the sections were administered.

AYP Implications for Sending School: The student's scores on any section of the test administered while the student is enrolled in the sending school will count in the sending school for participation. The test will also count for performance if the student had the opportunity to take all sections of the content area test at that school.

AYP Implications for Receiving School: The student's scores on any section of the test administered while the student is enrolled in the receiving school will count in the receiving school for participation only.

1.4.1.3 In-State, In-District Move

If a student moves from one public school to another within the same district no more than two weeks prior to the start of the testing window, the student scores count for the sending school. The student's test materials should be sent to the receiving school for administration and returned to the sending school for shipping to the test contractor.

AYP Implications: The student's scores will count in the sending school for both participation and performance (provided the student meets Full Academic Year requirements for performance).

1.4.2 Alternate Assessment through a Personalized Alternate Assessment Portfolio (PAAP)

1.4.2.1 Out-of-State School (PAAP)

A student requiring a PAAP who moves into a Maine public school from an out-of-state school during the MEA testing window will not be required to complete a PAAP unless a decision-making team (e.g., Pupil Evaluation Team) in the receiving school determines and documents that using the PAAP process for the current year is the appropriate avenue for assessment. If it is decided that a student should complete a PAAP, the receiving school will submit the student's PAAP for those content areas in which the standard administration of the MEA took place on or after the student's enrollment. Decisions regarding the student's participation in the MEA through the appropriate avenue should be documented.

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1.4.2 Alternate Assessment through a Personalized Alternate Assessment Portfolio (PAAP) (Cont'd.)

1.4.2.2 Out-of-State School (Cont'd.) (PAAP)

AYP Implications: Student scores for those required to complete a PAAP will count for participation only. Students not required to complete a PAAP will not be counted for participation or performance.

1.4.2.3 In-State, Out-of-District Move (PAAP)

When a student who is participating in alternate assessment through the PAAP in one public school within Maine, moves to another Maine public school outside the district during the testing window, the receiving and sending schools shall collaborate to ensure the student has the opportunity to complete the PAAP. The receiving school will submit the PAAP for scoring.

AYP Implications: The student's scores will count at the receiving school for AYP participation but not for performance.

1.4.2.4 In-State, In-District Move (PAAP)

A student participating in the PAAP who changes schools within the same district two weeks prior to or during the test window will have the PAAP submitted by the sending school.

AYP Implications: The student's scores will count in the sending school for both participation and performance (provided the student meets Full Academic Year requirements for performance).

1.5 Students Who Move After the Two-Week MEA Testing Window (Alternate Assessment only)

1.5.1 Out-of-State School (PAAP)

A student requiring a PAAP who moves into a Maine school from an out-of-state school after the MEA testing window will not be required to complete a PAAP.

AYP Implications: No impact - The student was not enrolled in school during the full academic year or the MEA testing window.

1.5.2 In-State: In-District or Out-of-District Move (PAAP)

For a Maine student who is participating in alternate assessment through the PAAP and who moves into a public school after the MEA testing window is closed, the receiving school does not need to submit a PAAP. The sending school is responsible for submitting that student's PAAP.

AYP Implications: The student's scores will count in the sending school for AYP participation but not performance.

1.6 Home Schooled Students/Exchange Students

Home schooled students and exchange students are not considered to be part of the school's official enrollment for purposes of MEA testing and Adequate Yearly Progress.

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2.0 PARTICIPATION ISSUES

2.1 Student Participation

Each student enrolled in a school covered by Chapter 127 shall participate in the Maine Education Assessment (MEA) in grades 4, 8, and 11. Participation can be through standard administration of the MEA, through administration with accommodations, and/or through alternate assessment (PAAP). Each student takes the MEA the first year he or she is in grade 4, 8 or 11. Every student takes the MEA only once for each grade level. (See section 2.3)

2.2 Retention

A student who has previously taken the assessment at the grade level being tested will not participate again at that grade level. There is no second opportunity to take the test, even on a voluntary basis. (Note: Refer to the MEA Test Coordinator's Manual for instructions on how to code this student on the Student Response Booklet.)

AYP Implications: The retained student will **not** be counted for participation or performance in the current year.

2.3 Students in High School or Ungraded, Multi-age Programs

At the high school level, students will take the MEA in their third year of high school regardless of accumulated credits, as per Informational Letter # 28 (11-22-02).

In ungraded, multi-age programs, it is a local decision to determine when a student is in the 4th and 8th grade.

AYP Implications: Students' scores count for AYP participation and performance in the year they are tested for that grade level.

2.4 Accelerated Students In Grades K-8

Accelerated learners who skip grade 4 or 8 will not participate in the MEA since they are never enrolled in that grade.

AYP Implications: These students will not count for AYP purposes in grades 4 and 8.

2.5 Students Not Present During Testing

Any student enrolled in a Maine school must take part in the MEA unless there are conditions requiring special considerations, as described in section 2.12 below.

AYP Implications: Students not present count as non-participants for AYP except for conditions requiring special considerations described herein.

2.6 Parent/Student Refusals

Federal and state laws state that all students will be tested.

AYP Implications: If a student does not take the MEA, the student will be counted as not participating. Schools should document these cases.

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2.7 Home-Schooled Students

Home-schooled students may take the test on an optional basis at the local school, if the local school agrees. Scores of home-schooled students are returned to the local school but are not included in the scores for the school.

AYP Implications: No impact - student scores are not included in AYP data.

2.8 Exchange Students

Exchange students are not permitted to participate in the MEA.

AYP Implications: No impact.

2.9 Newly Arrived Limited English Proficient (LEP) Students

Newly arrived LEP students must take part in the MEA through an appropriate avenue. (Note: There is an allowable accommodation that permits native language translation of the MEA for three years after a student's arrival in the United States.)

AYP Implications: Students will be counted for participation and performance (provided the student meets Full Academic Year requirements for performance).

2.10 Students in Private Schools with 60% or More Publicly Funded Students

Publicly funded students, who attend private schools in which 60% or more of their student population is publicly funded, are required to participate in the MEA. Schools have the option to test privately funded students, but these students will be reported separately.

AYP Implications: Publicly funded students only are included in AYP data.

2.11 Students Attending Other Private Non-Special Education Schools

There is no statute that applies to these students; therefore there is no basis to require them to take the MEA.

AYP Implications: No impact

2.12 Student Conditions Requiring Special Considerations:

A special consideration may be available when a student's long-term or emergency condition, physical or mental, prevents the student's participation in the MEA even with accommodations or through PAAP. *(Notes: (1.) Special consideration based on a student's physical or mental condition may be available for students suffering from terminal illnesses or injuries or receiving extraordinary medical treatment for either a physical or psychiatric condition. (2.) Emergencies are unforeseen events or situations which may include, but are not limited to, death in a student's immediate family, childbirth, accidents, injuries, and hospitalizations.)* The Maine Department of Education should be contacted for further instructions regarding procedure and documentation.

AYP Implications: Students approved for special consideration are included in AYP data only for content area test(s) they complete. If these students complete no portion of the test, they are not counted in AYP data.

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3.0 ADMINISTRATION ISSUES

3.1 Students with Behavioral Issues

Students who must be removed from testing for inappropriate behavior may be allowed to resume testing at the discretion of the principal after appropriate intervention. In the case of cheating, testing should be stopped and the Maine Department of Education should be contacted for further instructions.

AYP Implications: Students will be counted for participation and performance. Performance scores will be based on the work completed or allowed.

3.2 Blank/Non-Scorable Student Responses

If there is a blank student response booklet or there are no scorable items (e.g., expletives, drawings), the student will not receive a score.

AYP Implications: The student will be considered a non-participant.

3.3 Incomplete Student Responses

If testing is incomplete, the student gets a score based on the items he or she has answered/submitted.

AYP Implications: The student's score is included for both participation and performance.

NOTE: This is a change from the '02-'03 school year. Partially completed tests will no longer be labeled "TI" – testing incomplete.

3.4 Extensions to MEA Testing Window

Requests for an extension to the MEA testing window due to unforeseen circumstances will be handled on an individual basis by the Maine Department of Education.

3.5 Out-of-Level Assessments

Students at one grade level may not be assessed with material developed for a different grade level. Public schools are not encouraged to use off-grade MEA released items in developing PAAPs due to alignment and sufficiency issues.

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GLOSSARY

Adequate Yearly Progress (AYP) - Adequate yearly progress is a federal measure of school performance required by the *No Child Left Behind* Act. A school makes adequate yearly progress if the students in the tested grade(s) and all required subgroups meet the participation targets of 95%, meet or exceed the performance targets established for math and reading in the grade(s), and meet attendance goals (K-8) or graduation rate targets.

Chapter 127 – “Instructional Program, Assessment, and Diploma Requirements”- a Maine Department of Education rule.

District (for AYP purposes) – A “district” refers to school administrative districts, municipal districts, and consolidated school districts for the purposes of this document. It does not refer to unions.

Full Academic Year (FAY) - A student is counted for performance in a school if the student has been present for a full academic year. In Maine a full academic year is defined as being continuously enrolled in a school from a date before or on October 1 in the academic year of testing through the date of testing.

Limited English Proficient (LEP) – refers to a subset of language minority students whose proficiency in *any* of the language modalities (reading, writing, listening or speaking) is significantly below that of their peers. "Limited English Proficient" is a label based on the *assessment* of a student's English language proficiency.

Participation (for AYP purposes) - A student is determined to have participated in a content area test of the MEA if that student has submitted scorable work for that content test. The participation rate for a school in a content area test is the ratio of the number of students who participate in the test to the number of students enrolled during the test for the tested grade. In general, to make AYP at least 95% of students enrolled must participate for the school and all groups in the school.

Performance (for AYP purposes) - The student’s score is that student’s performance on the MEA. For purposes of AYP, a school is rated on the percentage of students who are proficient (scoring “meets” or “exceeds” on the MEA). The percentage of students who have MEA scores in these two categories compared to the number of students participating is used to compute the percentage proficient. The percentage proficient is compared to the established target to determine if a group has made AYP for performance.

Personalized Alternate Assessment Portfolio (PAAP) – Federal and state laws require that all students be included in the Maine Educational Assessment. To that end, three avenues of participation are provided (Standard Administration, Administration with Accommodations, and Alternate Assessment). Maine’s Alternate Assessment is the PAAP. The PAAP was designed for students who would require accommodations that are not approved for the MEA because they would compromise the validity of the assessment.

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GLOSSARY (Cont'd.)

Pupil Evaluation Team (PET) – A team of individuals, including parents, responsible for determining a student's eligibility for special education and supportive services, including the student's avenue of participation in the MEA. (Chapter 101, sec. 8)

Receiving School - For the purposes of this document, a receiving school is the school to which a student moves.

Sending School – For the purposes of this document, a sending school is the school from which a student moves.

Testing Window – The testing window for the administration of the MEA, which should include all make-up testing, begins on the first day of testing March 1, 2004 and ends on March 12, 2004.